

Missouri Revised Statutes

Chapter 162 School Districts Section 162.1133

August 28, 2013

Blindness skills specialist available at each regional professional development center, duties--task force established.

162.1133. 1. The division of special education within the department of elementary and secondary education shall develop and coordinate a program to provide a blindness skills specialist available at each regional professional development center.

2. The duties of a blindness skills specialist shall include the following:

- (1) To act as a resource for school districts under the regional office of professional development with regard to eligible students;
- (2) To make programming and placement recommendations to schools under the regional office of professional development using assessments and information developed within the IEP process;
- (3) To provide in-service training in alternative techniques of blindness to classroom teachers and teachers' assistants for the blind engaged in the education of eligible students;
- (4) To provide parents of eligible students with referrals and information regarding services available within the state;
- (5) To coordinate services available from other entities who serve eligible students and the families of eligible students;
- (6) To assist and support local school districts in providing special education and related services for eligible students;
- (7) To support the application of appropriate technology in the education of eligible students;
- (8) To contribute to the development and implementation of in-service training, regionally and statewide, which responds to the needs of educators, other professionals and parents pertaining to the needs of eligible students, which include, but are not limited to, high expectations with regard to academic and vocational performance, facilitation of the discussions of Braille instruction during IEP conferences, introduction of appropriate technology, development of blindness skills and daily living skills.

3. A task force on blind student academic and vocational performance is hereby established and shall be comprised of members appointed by the commissioner of education, in cooperation with the director of the department of social services, to represent consumer

organizations, parents, teachers, public school special education administrators, school building principals, rehabilitation services for the blind, the Missouri school for the blind, employers, and others interested in quality services for blind students. This task force shall develop goals and objectives to guide the improvement of special education, related services, vocational training, transition from school to work, rehabilitation services, independent living and employment outcomes for eligible students.

(L. 1999 H.B. 401)

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Missouri General Assembly

**Functional Vision Assessment
Learning Media Assessment
Orientation and Mobility Evaluation**

Name: Sara Anna Student
D.O.B.: 7/16/00
District: Missouri R-II
School: Missouri R-II High School
Grade: 8

Evaluator: J. Anthony Blades, COMS,
CTVI

Parents: Mr. and Mrs. Student
Address: Poplar Street
Someplace, MO XXXXX
Telephone: 777

Dates of Evaluation: 7/23; 8/7; 8/14;
8/22 and 9/9/13

I. Reason for Referral

Sara Anna was referred for evaluation by John Person, special services director, of the Missouri R-II School District. Mr. Person referred Sara Anna because she has recently been diagnosed with Stargardt disease.

II. Educational Information

Sara Anna has attended all her years in the Missouri school district. When she was in fifth grade, she was referred for special education services. She was found eligible under the category of learning disabilities. She has received services from a special education teacher since then. She has just completed her seventh grade year.

III. Ocular Information

According to a letter dated 5/1/13, by Eye Doctor, MD, of the Children's Mercy Hospital and Clinics Ophthalmology Clinic, Sara Anna has been diagnosed with Stargardt disease. The letter states that the condition is permanent and progressive. No acuities are given. Dr. Doctor suggested an iPad.

IV. Interview

Sara Anna and her mother were interviewed on the morning of 7/23/13. Mrs. Student stated that Sara Anna had been to the eye doctor at Children's Mercy in May and was scheduled to return in August. She stated that Sara Anna began having trouble in school, especially math, when she was in fifth grade. She also shared that several relatives had learning disabilities. Sara Anna shared that math continues to be very difficult for her. She often cannot see what is on the board. She said she sits close to the 42 inch television screen in their home to see it. Sara Anna shared that she does laundry at home. She described the steps, including sorting the laundry and adding detergent to the washer. She puts on makeup with the use of a magnifying mirror. She stated that she makes anything boiled, but does not use the oven. She does use the microwave. She also stated that she does go grocery shopping. When asked about sports in which she is involved, she stated that she did not like most sports because she cannot see the ball. She shared that she was once hit with a ball and since then sits out in physical education class. However, she does like roller skating, though she admitted it was mostly because of the social aspect as opposed to the skating. Sara Anna stated

that she enjoys making pillows from pillow kits purchased at a local department store. She is interested in learning to knit. Sara Anna shared that her family raises rabbits and that she participates in the project by doing chores and making calls to a local business to arrange to sell them. She would like to go to college and become a teacher of lower grade students. Sara Anna stated she does travel independently to a friend's house. Occasionally, she said she does trip on curbs. Sara Anna said she has an iPod and downloads full screen apps. She said she does not typically use computers. She said she did not like to read. She did not know the font size that worked best for her and stated that her school does not have large print books. She wasn't sure if she experienced visual fatigue.

V. Evaluation

A. Appearance of the Eyes

Sara Anna's gaze is off center when she focuses on an object or person. She tends to look toward the upper left quadrant.

B. Knowledge of Visual Impairment

When asked about her vision, Sara Anna answered that she has Startgardts, but that she can get around. She said she had difficulty seeing the board. She also said she only sees in her peripheral fields and does not look directly at people when she is talking to them.

C. Scanning

a. scanning behaviors in reading

Sara Anna moved her head and eyes as she scanned print. She did not skip lines.

b. King Devick Test of Saccadic Eye Movements

The King Devick Test is designed to test a student's eye movements. Three plates of increasing complexities are given. Several rows of numerals in 12 point print are presented. The student is asked to read the rows left to right as quickly as possible. The student is then given a score which is made up of the total time in seconds plus errors. This score is compared to the scores of same aged peers. The following are the results.

	Sara Anna's Score	Peer's Score
Plate I		
Seconds:	29.44	16.29
Errors:	1	.12
Standard Deviation:		2.52
Total Score:	30.44	18.93
Plate II		
Seconds:	32.47	16.96
Errors:	1	.12

Standard Deviation:		2.72
Total Score:	33.47	19.80

Plate III

Seconds:	36.30	18.98
Errors:	1	.36
Standard Deviation:		3.26
Total Score:	37.30	22.60

Totals

Seconds:	98.21	52.23
Errors:	3	.59
Standard Deviation:		7.50
Total Score:	101.21	60.32

Indications: Sara Anna's score indicates a severe delay in scanning.

Sara Anna was also given the King Devick test in 18 point print. The following are her scores with the large print version.

	<u>Sara Anna's Score</u>	<u>Peer's Score</u>
Plate I		
Seconds:	30.04	16.29
Errors:	1	.12
Standard Deviation:		2.52
Total Score:	31.04	18.93

Plate II		
Seconds:	32.25	16.96
Errors:		.12
Standard Deviation:		2.72
Total Score:	32.25	19.80

Plate III		
Seconds:	41.6	18.98
Errors:		.36
Standard Deviation:		3.26
Total Score:	41.6	22.60

Totals		
Seconds:		52.23

Errors:		.59
Standard Deviation:		7.50
Total Score:	104.89	60.32

Indications: The larger print slowed Sara Anna down slightly. This could be due to the nature of the assessment. The numerals are more spread out on the larger print, requiring Sara Anna to scan more widely.

c. Scanning of objects

Sara Anna used a left to right pattern when scanning objects.

D. Depth Perception

1. Stereo Butterfly Test

The Stereo Butterfly Test assesses a person's ability to use his or her eyes together. There are three assessments: the butterfly, the circles, and the animal rows. If the student is experiencing depth perception, the items appear to "stand out" or appear in "3-D".

a. The Butterfly

The student is asked to look at a plate which appears to have random dots. If she is experiencing depth perception, a butterfly will "stand out" visually from the rest of the dots. Sara Anna identified the butterfly.

b. The Circles

Nine groups of four circles are presented. One circle in each group is in "3-D". Sara Anna erred on five of the first six sets, at which time the assessment was ended.

2. Over/under reaching

Sara Anna did not over or under reach when reaching for items.

3. Placing cap on pen

The evaluator held a pen and instructed Sara Anna to place the cap on.

Sara Anna placed the cap on accurately using her visual sense only.

4. Dropoffs/stairs

Sara Anna did not hesitate when she came to stairs. She alternated feet both going up and down.

E. Visual Fields

1. Peripheral Fields

The confrontation method was used. Sara Anna responded at a typical angle on both sides and from above.

2. Central Fields

a. fixation

Sara Anna appeared to look to the upper left when she fixated on objects

b. Tangent Screen

The tangent screen is used by eye care specialists to locate a person's exact central field loss. The instrument is used in this assessment

strictly as a screening instrument and not intended to duplicate a formal central field evaluation performed by an optometrist or ophthalmologist. Sara Anna's screening revealed a possible central field loss. She should be seen by an eye care specialist for a formal central field evaluation.

F. Visual Acuity

1. Distant Acuity

a. clinical

Instrument used: Logarithmic Visual Acuity Chart "2000"

Unaided

R.E. 10/100 (20/200)

L.E. Did not identify top row

O.U. 10/100 (20/200)

Note: This chart has 5 letters on each line. Sara Anna had difficulty scanning left to right without skipping letters.

Monocular Usage: Sara Anna used her left eye.

With 6X monocular- 10/40 (20/80)

With 8X monocular- 10/16 (20/32)

b. functional

Object/size	Distance not ID'd	Distance ID'd
Hand Cleaner/7 inches	20 ft.	18 ft.
CD case/4 inches	10 ft.	5 ft.
Pink Basket/9 inches	20 ft.	15 ft.

2. Near Acuity

a. Instrument used: Lea Numbers at 16 Inches

Unaided

R.E. 20/300

L.E. 20/300

O.U. 20/250

b. Preferred Distance: 1-2 inches 20/40

c. Use of magnifier: Sara Anna was presented with several types of magnifiers. She chose a 4X globe magnifier. She read the 20/40 line, using her left eye.

G. Eye Hand Coordination

1. Use of scissors

Sara Anna used her right hand to cut on straight and curved lines made with a black marker on white paper. She also cut out a square and circle staying within $1/16^{\text{th}}$ of an inch of the line.

2. Marking between lines

Sara Anna was given papers with lines set approximately $1/4$ inch apart. She was asked to draw a line through them without going outside the lines. She drew between 7 inch horizontal lines, diagonal lines, vertical lines, and lines that formed a circle without touching the lines.

3. Reproduction of symbols

Sara Anna was shown examples and asked to reproduce them. She reproduced horizontal, vertical and diagonal lines. She also reproduced a square, triangle, and circle.

4. Printing

Sara Anna printed legibly on black lined paper. Her letters were somewhat larger than is typical for her age.

H. Visual Efficiency Skills

1. Near- Scanning and figure ground

Sara Anna used a 4X globe magnifier to scan a portion of a map of Missouri. She was asked to look for her city. She used a left to right, top to bottom pattern. However, she did not go all the way across the top of the map. She did not locate her city of Someplace, MO, until the evaluator instructed her to scan to the opposite edge of the map.

Sara Anna was also timed as she read orally from a fourth grade passage using the 4X globe magnifier. She preferred the page to be flat as opposed to using a bookstand. Sara Anna averaged 66 words per minute with two errors. She did not skip lines. Afterward, she answered 10/10 questions.

2. Distance- scanning, tracking, figure ground

Sara Anna used a 6X monocular telescope to track the evaluator from ten feet as he walked and bowed down and up again. She stated that she was able to maintain focus during movement. Sara Anna also used the monocular to locate 5 bottles on a cluttered desk. She was not told how many bottles were there. She scanned the bottles left to right and counted them accurately.

I. Color Vision

Sara Anna was given the Farnsworth Dichotomous Test For Color Blindness. The test revealed no abnormalities in color vision.

J. Visual Environment/Learning Media Assessment

1. Reading Stand

Sara Anna was shown the APH Grandstand, a portable bookstand, and the Easy Reader Clipboard. She preferred using the APH Grandstand for

reading, but not for writing purposes. She preferred the Easy Reader Clipboard for its portability.

2. Print Assessment

Sara Anna was given two 20 minute timed oral readings on separate days. One passage was in 12 point print (regular print) and one was in 18 point print (typical large print). Words per minute and errors per minute were averaged for five minute intervals. Afterwards, she was asked questions to assess her comprehension. The following are the results.

	wpm	accuracy
1st 5 min. 12 pt.	52	92%
18 pt.	58	96%
2nd 5 min. 12 pt.	44	89%
18 pt.	67	94%
3rd 5 min. 12 pt.	53	93%
18 pt.	72	97%
4th 5 min. 12 pt.	64	95%
18 pt.	57	92%
Totals 12 pt.	53.25	92%
18 pt.	64	95%
Comprehension		
12 pt.	9/10 (90%)	
18 pt.	12/12 (100%)	

3. Jerry Johns Reading Inventory

Sara Anna was given passages from the Jerry Johns Reading Inventory in 18 point print. She used a focal distance of approximately 3-4 inches. She moved both her head and her eyes as she scanned. She did not skip lines.

Sixth Grade Passage- Sara Anna averaged 87 words per minute with 2 significant miscues. This places her at the independent/instructional level for fluency. After reading the passage, Sara Anna answered 10/10 questions correctly, placing her at the independent level for comprehension.

Seventh Grade Passage- Sara Anna averaged 75 words per minute. She had a total of four miscues. However, only one was significant. This places her at the independent level. She

answered 10/10 questions, which places her at the independent level for comprehension.

Eighth Grade Passage- Sara Anna averaged 66 words per minute with 9 significant miscues. This places her at the frustration level. She answered 8/10 questions placing her at the independent/instructional level for comprehension.

4. Listening Skills

A different form of the Jerry Johns Informal Reading Inventory was used to assess Sara Anna's listening skills. Passages were read aloud to Sara Anna. She then was asked ten questions. Sara Anna answered 9/10 questions on the grade 12 passage, placing her at the independent level.

5. Writing Needs

a. Writing instrument

Sara Anna was shown a #2 pencil, a #1 pencil, a pen, and a fine tipped 20/20 marker. She preferred the 20/20 pen.

b. Paper

Sara Anna was shown manila paper with green lines, dark lined notebook paper with lines set 9/16" apart, and dark lined paper with lines set 7/16" apart. She preferred the 9/16" dark lined paper.

c. Print Legibility

i. legible to others: Sara Anna printed from a distance of 2-3 inches.

This examiner was able to easily read her print.

6. Copying from board

Board color: white dry erase

Words were printed in 1-2 inch letters.

a. At 12 feet

Sara Anna had difficulty copying regardless of color. She was able to read the words using a 4X monocular telescope.

b. At five feet

Sara Anna copied accurately using black, green, purple, orange, and blue markers.

7. Lighting

Sara Anna performed all tasks under typical lighting. She did not wear sunglasses outside. There were no visible difficulties in transitioning from outside to inside.

8. Contrasts using filters

Sara Anna was given various colored filters to place over reading materials. She reported that a light blue filter increased the contrasts better than the print without the filter.

9. Tactual Skills

Sara Anna wore a blind fold for this portion of the assessment.

- a. Real objects- Sara Anna was presented with cards that had a toothbrush, a comb, and a washcloth glued on them. She identified all three.
- b. Two dimensional objects- Sara Anna was asked to sort plastic X's and O's that were approximately two inches tall. There were five of each. She sorted them all correctly.
- c. Raised dot shapes- Sara Anna was presented with geometric shapes made with raised dots on paper. There were squares, rectangles, circles, and triangles. Sara Anna identified 10/10 correctly.
- d. Braille letters- Sara Anna was presented with a page which has a braille letter with a tactual line connecting it to another braille letter. She was instructed to feel the first letter, track the line, and feel the second letter. She then was asked if the letters were the same or different. Sara Anna was correct in same and different in 10/12 (83%) opportunities. She accurately tracked the line with both forefingers in 12/12 opportunities.

K. Assistive Technology

Pieces of assistive technology recommended in this evaluation include a bookstand, large print materials, 20/20 pens, dark lined paper with lines set 9/16" apart, wide tipped markers for writing on the dry erase board, and light blue color filters to increase contrasts.

Sara Anna demonstrated an interest in low vision aids. A low vision clinic can determine specific aids. The clinic can also assess her need for video magnifiers. A video magnifier has the capability to enlarge both near and far.

Sara Anna demonstrated the ability to change the font size on a computer. She did not change the background color or access the ease of access center of the control panel. Sara Anna leaned in close to the computer to see what she had typed.

Sara Anna located the letter rows of the keyboard with correct fingers. She used the hunt and peck method for the top row. When typing her name, she did not use capitalization.

Sara Anna shared that she does use Google for reference. She expressed a concern that the school is using Chromebooks with the students and that the screen is difficult for her to see.

L. Orientation and Mobility

1. Personal Information

Sara Anna shared her parents' names. She stated her correct address and telephone number.

2. Spatial Concepts

a. Body in relation to object

Sara Anna was asked to place her body in relation to a chair. She demonstrated in front of, under, beside, between, behind, in, and on top of. She did not demonstrate over (she placed her hand on the chair).

b. Objects in relation to objects

Sara Anna was given three objects. She demonstrated the concepts beside, between, in and on top of. She did not demonstrate the concepts in front of, under, behind, or over.

3. Body Image

Sara Anna pointed to her nose, hip, calf, ankle, forehead, thigh and palm. She did not point to her forearm.

4. Left/right concepts

Sara Anna pointed to her left hand and right foot when asked. When facing the examiner and asked to point to the examiner's left foot and right hand, Sara Anna pointed to the opposite.

5. Gross Motor

Sara Anna walked with a normal gait.

6. Orientation

This assessment was completed during summer break. There was no opportunity to assess Sara Anna's orientation to her school, or classrooms following her schedule.

7. Cane

Sara Anna has not been introduced to a cane. She did not demonstrate tripping over objects or display an inability to negotiate drop offs. However, she informed the evaluator that she did trip over objects at times. Using the "sternum" method, Sara Anna would need a cane which is 48" long. This length may be adjusted, depending on Sara Anna's preference.

8. Outdoor Evaluation

a. Sensory Mode for Travel Purposes

Sara Anna relied primarily on her visual sense for travel.

b. Cardinal Directions

When given the direction North, Sara Anna pointed to West, South, and East on request. She also pointed to northeast, southeast, northwest and southwest.

c. **Block Concepts**

When asked to walk to the end of the block, Sara Anna did so. When asked to walk around a block, she did not stop when she had encountered the fourth side. Sara Anna did not implement a route using the terms "one block west, two blocks north."

d. **Residential Street Crossing**

When asked to analyze traffic patterns at intersections, Sara Anna identified all the possible ways the traffic could flow. She looked left and right when crossing streets, but did not look over her shoulder on the side of the parallel street. She displayed no hesitancy in crossing streets. At times, she crossed without looking for traffic.

e. **Commercial Street Crossing**

There was no opportunity to assess commercial street crossings.

VII. Recommendations

1. Sara Anna meets the eligibility requirements to be considered for special education services in the area of visually impaired. She should continue to see her eye care practitioner at the recommended times. Sara Anna's parents should request that all reports be sent to the school.
2. Sara Anna should be registered with Wolfner Library for the Blind and Physically Handicapped, P.O. Box 387, Jefferson City, MO 65102, (800) 392-2614. The Wolfner Library for the Blind and Physically Handicapped is a free library service to anyone in the State of Missouri who is unable to use standard print materials due to a visual or physical disability. The library collection consists of more than 360,000 volumes of books in non-print formats (braille, digital, and cassette) on a broad range of fiction and non-fiction subjects, for all ages. The library loans playback machines to those using the recorded materials. Over seventy (70) magazine subscriptions are also available.

Books and magazines are mailed free to and from library patrons, wherever they reside. There is no charge, whatsoever, to the patron.

3. Sara Anna's eye report does not state an acuity. In order for her to be registered for Federal Quota funds, she must have a doctor's report stating that her acuity is 20/200 or less in the better eye after best possible correction. The Federal Quota Fund is for any student who is legally blind. The registration comes out in January of each year. Eligible students are allowed to borrow products made by the American Printing House for the Blind at no cost. The contact person is Yvonne Ali, Missouri Instructional Resource Center for the Visually Impaired, 3815 Magnolia Avenue, St. Louis, MO 63110, ph. (314) 776-4320, ext. 3256. Once Sara Anna is registered, any materials produced by APH should be ordered through this contact, in order to avoid charges.

4. Sara Anna should be given preferential seating for all activities. She should be seated no further than 5 feet from any demonstration. Teachers should provide Sara Anna with a copy of any work in these situations. Careful consideration should be given to glare. Materials should not be laminated as lamination increases the likelihood of glare. Instead, flat clear contact paper should be used. All copies should be clear and with high contrasts.
5. Sara Anna indicated a preference for several items to be used in her classroom. The Easy Reader bookstand clipboard is available from LS&S, P.O. Box 673, Northbrook, IL 60065, ph. 1(800) 468-4789, www.lssproducts.com. The APH Grandstand is available from the American Printing House for the Blind, Inc., 1839 Frankfort Ave, P.O. Box 6085, Louisville, KY 40206, www.aph.org. She will need to practice setting the stand up and using it for reading and writing. Placing a mat of nonslip material beneath the stand should help to avoid sliding. Sara Anna will need to determine when she will not be required to erase and use the 20/20 Pens for these times. At other times, either an erasable pen or a #1 lead pencil should be used. The 20/20 pen is also available from LS&S. Sara Anna preferred the dark lined paper with lines set 9/16" apart. This paper is available from the American Printing House for the Blind. Sara Anna also preferred a light blue acetate placed over reading materials. She may benefit from having a reading window with the window part being covered with the blue acetate. Reading windows can be made from strips of black tag board with the center cut out. This center can be covered with the blue acetate. The strips should be approximately 8 inches long, with a window wide enough to view at least three lines. Sara Anna will need instruction in its use.
6. Sara Anna's primary reading mode should be large print. Typical large print books are in 18 point print. As demonstrated in this assessment, Sara Anna averaged 11 words per minute more using large print when reading long term. The slower reading using the King Devick is likely due to the increased need to scan. All handouts should be enlarged to 18 point print also.
7. Sara Anna scored at the independent level in both fluency and comprehension on the seventh grade passage of the Jerry Johns Reading Inventory. She scored at the frustration level on the eighth grade passage.

Sara Anna should receive remediation for reading rate. She might benefit by such activities as repeated reading, echo reading, etc.

8. Sara Anna has a visual condition which could deteriorate. Because of this, the team may wish to consider braille as a secondary reading medium. The tactual discrimination assessment indicates that Sara Anna would be ready to start instruction with braille characters and in learning to track rows of tactual lines. Only a certified teacher of students with visual impairments is qualified to teach these skills.
9. Sara Anna should be seen by a low vision clinic. This clinic can determine and prescribe appropriate monocular telescopes and magnifiers. They also can determine whether she would benefit from a video magnifier, which would

enlarge near items and can be used to focus on items in the distance. Once the items are prescribed, Sara Anna will need instruction in their uses. She has demonstrated an interest in using them.

10. Sara Anna should receive instruction in self determination. In relation to students with visual impairments, self determination refers to the ability to identify ones strengths and weaknesses, explain those, advocate for oneself, and set goals for oneself. Sara Anna should receive instruction in how to explain her visual impairment in age appropriate terms and advocate appropriately for her needs.
11. A summary of the assistive technology evaluation indicates that Sara Anna has several needs for the classroom. Besides those listed in the visual environment section of this assessment, Sara Anna should have keyboard instruction. Since this will likely be one of the major ways by which she composes documents, she should become proficient in keyboarding and word processing. A screen enlarger such as Zoomtext would assist her in seeing the screen. A free demonstration of Zoomtext can be downloaded from www.aisquared.com. Sara Anna should receive instruction in its use. Instructors should experiment with background colors and font types. This might especially be helpful with the Chromebook.
12. Sara Anna may benefit in instruction in spatial relationship concepts. She also showed a need for instruction in outdoor travel, especially following routes. Sara Anna should also receive instruction in the use of a long cane. Only a certified orientation and mobility specialist is qualified to provide this instruction.
13. The Expanded Core Curriculum For Students With Visual Impairments has been developed to assure that students who are visually impaired are being taught those skills unique to them. There are nine areas: compensatory/functional academics, orientation and mobility, assistive technology, social interaction, activities of daily living, recreation/leisure skills, career education, sensory efficiency skills, and self-determination. See the attached worksheet to see how this evaluation has addressed each area.
14. The Michigan Severity Rating Scales have been developed to assist teams in deciding how much time a certified teacher of students with visual impairments and a certified orientation and mobility specialist is needed to implement a students program. According to the scale for vision services, Sara Anna has received a severity rating of 65, which means she has a need for 3-5 sessions per week of 60-300 minutes duration from a certified teacher of the visually impaired. Since Sara Anna will be receiving instruction in braille reading and writing, self-determination, use of adaptive equipment, use of the monocular telescope, use of a magnifier, improving reading speed, and keyboarding, I recommend the maximum of 5X per week of 60 minutes each session. According to the scale, Sara Anna has a severity rating of 18 in orientation and mobility, which means that she would need 1-2 sessions per month of 20-60 minute

duration from a certified orientation and mobility specialist. See the attached forms for review.

Submitted by:

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Certified Teacher of Students With Visual Impairments
Certified Orientation and Mobility Specialist
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Violette Hall 2200
100 East Normal
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Expanded Core Curriculum Worksheet

Student: Sara Anna Student

Date of birth: 6/13/00

- **Compensatory skills**

Method of gaining information: Direct Assessment

Summary Sara Anna does best with large print. Her reading speed is significantly lower than her peers. She has needs of a variety of low vision aids, both optical and nonoptical. Because her visual impairment is progressive, she should be introduced to braille as a secondary medium.

- **Orientation and Mobility**

Method of gaining information: Direct Assessment; interview

Summary Sara Anna says she does go to her friend's house, but does have difficulty tripping on curbs at times. During assessment, she identified cardinal directions. She did not consistently cross residential streets in a safe manner. She also did not follow routes involving multiple blocks. Introduction to cane instruction is recommended.

- **Accessing Assistive Technology**

Method of gaining information: Direct Assessment; interview

Summary According to Sara Anna, she does not access a computer regularly. She was unaware of the ease of access adaptations which comes with the Microsoft platform. She did demonstrate the ability to increase font size. Sara Anna has a working knowledge of the home row keys when keyboarding. She would benefit from keyboarding instruction to increase speed and awareness of the top row.

Sara Anna does have an iPod on which she uses full screen apps. Sara Anna states that the Smart Boards used in class are difficult for her to see. She also states that the Chromebooks used by the district are difficult to visually access. A screen enlarger such as Zoomtext has been recommended.

Sara Anna has been referred to a low vision clinic on October 4th. Further pieces of AT may be recommended at that time.

- **Career Education**

Method of gaining information: interview

Summary Sara Anna currently helps with the family project of raising rabbits, including making calls to the local store which sells them. She has begun making pillows from kits she purchases from Walmart and would be interested in selling those. She would like to go to KU become a teacher of lower grade students.

- **Independent Living**

Method of gaining information: interview

Summary According to Sara Anna, she cooks, though she does not use the conventional oven. She does use the microwave and states that she can make anything boiled. Sara Anna said that the laundry is often her responsibility and she described the steps in doing laundry. Sara Anna puts on her own makeup with the use of a magnifying mirror.

- **Recreation and Leisure**

Method of gaining information: Interview

Summary Sara Anna currently enjoys making pillows from purchased pillow kits. She would like to learn to knit. Sara Anna does not enjoy ball sports. She states that she often sits out during Physical Education.

- **Social Interaction**

Method of gaining information: interview

Summary Sara Anna stated that she had friends. She often goes skating for the interaction with her peers.

- **Sensory Efficiency**

Method of gaining information: direct assessment

Summary

Vision: Sara Anna had some difficulty in scanning the acuity chart. She stated that she liked the monocular telescope and the 4X globe magnifier. She tracked a moving target with the monocular and scanned one row of five bottles, situated on a cluttered background. She had difficulty scanning maps with the

4X magnifier. She did read with it, though her reading speed was slow. When reading, she did not skip lines.

Auditory: Sara Anna had an independent listening level using a 12th grade passage from the Jerry John's Reading Inventory.

Tactual: Sara Anna demonstrated an ability to tactually identify real objects. She matched braille characters with 83% accuracy.

- **Self Determination**

Method of gaining information: interview

Summary Sara Anna described her visual impairment to the evaluator. She used the term Startgardts. She also expressed concerns for adaptations. On at least two occasions, she approached her assistant principal regarding assistance with her locker at school.

NOVEMBER 2013 BSS Presentation History

History

The Blindness Skills Specialist (BSS) Program was established by a Missouri Statute in 1999. The Bill was first introduced and read January 14, 1999. Public hearing 2/9/1999 and given public review and then amendments added. By 5/11/1999 it was reported as truly agreed and passed. Signed by the Governor 7/13/1999.

To see the full law go to: <http://dese.mo.gov/se/btf/hb401summary.html>

SUMMARY OF HOUSE BILL 401

Requires an annual report from DESE to the State Legislature about the literacy of blind and visually impaired children; requires DESE and Rehabilitation Services for the Blind to develop a joint referral system; creates the Blindness Skills Specialist Fund; requires school districts to give preference in purchasing textbook materials to textbook vendors that make materials available in Braille, or an electronic format approved by DESE; requires that every infant born in MO shall be screened for hearing loss, and establishes the Newborn Hearing Screening Advisory Committee; requires that health insurance companies provide coverage for the Newborn Hearing Screening, Rescreening, Audiological Assessment, and Followup, and Initial Amplification.

The statute outlines 8 job duties of the blindness skills specialist. The job duties outlined within the statute can be summarized in three categories: (1) Professional Development; (2) Technical Assistance and (3) Resource and referrals. The target audience for this service includes classroom teachers, paraprofessionals, special educators, related service providers, administrators, and families who serve eligible students under the Missouri State Plan.

TIMELINE

1. House Bill 401 Signed by Governor: July 13, 1999
2. BTF Meeting –Bylaws established March 2000
3. Literacy Study – required each year. On DESE site: 2008-2012
4. John Heskett – study of services for students in MO 2005
5. Pilot Demonstration Project: 2000 Blindness Skills Specialist: Awarded to Missouri State University. Dr. Chris Craig was the project manager. Calvin Churchwell – part-time Blindness Skills Specialist.
GOAL: Identify eligible students, determine regional needs and identify entities serving students who were blind or visually impaired.
6. Missouri State University – Awarded Blindness Skills Specialist Funding for first full time BSS position. Julie Anderson-Ituarte 2001-2003.
GOAL Discussions:
 - Provide professional development with emphasis on high expectations for academics, assist schools with programming and placement for students with

VI, and provide technical assistance with emphasis on braille, abacus, tactile graphics, and nemeth code.

- Develop an informational web site
 - Consider webinars or other electronic formats
 - Develop Tip Sheets or Bulletins similar to (CISE) center for innovations in special education
7. BSS funding awarded to SEMO: Pam Arbeiter June 2002- July 2004. Jennifer Coy: August 2004 - July 2008
 8. BSS at MSU – Aundrayah Shermer in position 2003 to present. Added a 9th goal to her scope of work the position to interface with the teacher prep efforts in the area of O&M (Not VI). This change was one of the reasons MSU obtained the \$750,000 OSEP Personnel Prep grant. The grant, Project Diverse (2005-2009), trained 35 teachers in VI and O&M.
 9. BSS funding awarded to Truman State: Anthony Blades: 2004 – current.
 10. BSS funding awarded to Columbia University of MO: 2006 to 2012.
 11. Additional BSS searches conducted in: Possibly KC, Columbia, SEMO, Rolla and St. Louis.
 12. In 2013, MSU awarded a 2nd BSS position. Julie Anderson-Ituarte accepted

Current Information:

1. MSB and the BSS positions collaborate to assist schools in providing services for children who are blind or visually impaired.
2. August 2013: BSS and MSB Outreach met to discuss roles, identify geographic boundaries and possibilities for future collaboration efforts and meetings.
3. Divided the state into 3 regions: (see list of counties)
 - MSB covers eastern part of the state and down to the boot hill.
 - Truman state covers the northern part of the state and reaches down to Columbia.
 - MSU reaches to KC, Joplin, Cabool, Fort Leonard wood and Jefferson City.

Boundaries are considered soft to ensure that schools are not denied services if needed. The state is large, and there are only a few traveling state outreach providers to meet the needs. MSB and BSS will meet periodically to collaborate about service needs.

List of counties

Missouri School for the Blind (MSB)

Bollinger; Butler; Cape Girardeau; Carter; Crawford; Dent; Dunklin; Franklin;
Gasconade; Iron; Jefferson; Lincoln; Madison; Maries; Mississippi; Montgomery; New
Madrid; Oregon; Osage; Pemiscot; Perry; Phelps; Reynolds; Ripley; Scott; Shannon; St.
Charles; St. Francois; St. Louis; St. Genevieve; Stoddard; Warren; Washington; Wayne

Truman State:

Adair; Andrew; Atchison; Audrain; Boone; Buchanan; Caldwell; Callaway; Chariton;
Clark; Clinton; Daviess; DeKalb; Gentry; Grundy; Harrison; Holt; Howard; Knox; Lewis;
Linn; Livingston; Macon; Marion; Mercer; Monroe; Nodaway; Pike; Putnam; Ralls;
Randolph; Schuyler; Scotland; Shelby; Sullivan; Worth

Missouri State University (MSU)

Barry; Barton; Bates; Benton; Camden; Carroll; Cass; Cedar; Christian; Clay; Cole;
Cooper; Dade; Dallas; Douglas; Greene; Henry; Hickory; Howell; Jackson; Jasper;
Johnson; Laclede; Lafayette; Lawrence; McDonald; Miller; Moniteau; Morgan; Newton;
Ozark; Pettis; Platte; Polk; Pulaski; Ray; Saline; St. Clair; Stone; Taney; Texas; Vernon;
Webster; Wright